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# Indiana Academic Standards And Resource Guide Grade 4

**Indiana in the Nation and the World**

*Adopted March, 2014*

**Indiana Department of Education**  
**College and Career Readiness**

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# What are standards?

**Standards outline *what students need to know, understand, and be able to do.***

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

**Subject/Course 0470 Level 4**

Fourth grade students apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and examining primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.

In the fourth grade, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major land forms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, time lines, etc).

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

**Please Note:** Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.

**Standard 1 — History**

Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

**Standard 2 — Civics and Government**

Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

**Standard 3 — Geography**

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; provide examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

**Standard 4 — Economics**

Students study and compare the characteristics of Indiana's changing economy in the past and present.

## Standard 1 History

*Students trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.*

### Historical Knowledge

#### ***American Indians and the Arrival of Europeans to 1770***

- 4.1.1** Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

**Examples:** Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures

- 4.1.2** Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**Examples:** Miami, Shawnee, Potawatomi and Lenape (Delaware)

<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx>

#### ***The American Revolution and the Indiana Territory: 1770s to 1816***

- 4.1.3** Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

**Examples:** George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)

- 4.1.4** Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

**Examples:** The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government

#### ***Statehood: 1816 to 1851***

- 4.1.5** Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s

- 4.1.6** Explain how key individuals and events influenced the early growth and development of Indiana.

**Examples:** Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

### ***The Civil War Era and Later Development: 1850 to 1900***

- 4.1.7** Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.  
**Examples:** Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement
- 4.1.8** Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.  
**Examples:** Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front
- 4.1.9** Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.  
**Examples:** Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

### ***Growth and Development: 1900 to 1950***

- 4.1.10** Describe the participation of Indiana citizens in World War I and World War II.  
**Examples:** Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle
- 4.1.11** Identify and describe important events and movements that changed life in Indiana in the early twentieth century.  
**Examples:** Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II
- 4.1.12** Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.  
**Examples:** The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state

## ***Contemporary Indiana: 1950 – Present***

- 4.1.13** Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

**Examples:** The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.

- 4.1.14** Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections.

**Examples:** Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.

## **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

- 4.1.15** Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

**Examples:** Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing

- 4.1.16** Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.

**Examples:** Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.

- 4.1.17** Construct a brief narrative about an event in Indiana history using primary and secondary sources.

**Examples:** The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes

- \* **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)
- \* **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

- 4.1.18** Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.

**Examples:** Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman

## Standard 2 Civics and Government

*Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.*

### Foundations of Government

- 4.2.1 Explain the major purposes of Indiana's Constitution as stated in the Preamble.
- 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

### Functions of Government

- 4.2.3 Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.
- 4.2.4 Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.  
**Examples:** Governor, lieutenant governor, chief justice, state senators and state representatives.

### Roles of Citizens

- 4.2.5 Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- 4.2.6 Define and provide examples of civic virtues\* in a democracy.  
**Examples:** Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good  
\* **civic virtues:** behaviors that contribute to the healthy functioning of a democracy
- 4.2.7 Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.  
**Examples:** Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana's environment.



## Standard 3 Geography

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

### The World in Spatial Terms

**4.3.1** Use latitude and longitude to identify physical and human features of Indiana.

**Examples:** transportation routes and bodies of water (lakes and rivers)

**4.3.2** Estimate distances between two places on a map when referring to relative locations.

### Places and Regions

**4.3.3** Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.

**4.3.4** Map and describe the physical regions of Indiana and identify major natural resources and crop regions.

**Examples:** Northern Lakes and Moraines, Central Till Plain and Southern Lowlands

### Physical Systems

**4.3.5** Explain how glaciers shaped Indiana's landscape and environment.

**4.3.6** Describe Indiana's landforms (lithosphere\*), water features (hydrosphere\*), and plants and animals (biosphere\*).

\* **lithosphere:** the soil and rock that form Earth's surface

\* **hydrosphere:** all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)

\* **biosphere:** all plants and animals

**4.3.7** Explain the effect of the Earth/sun relationship on the climate of Indiana.

**Examples:** Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.

**4.3.8** Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.

**Examples:** Forest growth and transportation routes

## Human Systems

- 4.3.9** Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.
- 4.3.10** Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.
- *E pluribus unum* (out of many, one) <http://greatseal.com/mottoes/unum.html>
  - Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>
- 4.3.11** Examine Indiana's international relationships with states and regions in other parts of the world.
- Examples:** Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.

## Environment and Society

- 4.3.12** Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.
- 4.3.13** Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.

## Standard 4 Economics

*Students study and compare the characteristics of Indiana's changing economy in the past and present.*

- 4.4.1** Give examples of the kinds of goods\* and services\* produced in Indiana in different historical periods.
- \* **goods:** tangible objects, such as food or toys, that can satisfy people's wants and needs
  - \* **services:** actions that someone does for someone else, such as dental care or trash removal
- 4.4.2** Define productivity\* and provide examples of how productivity has changed in Indiana during the past 100 years.
- Examples:** Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.
- \* **productivity:** the amount of goods and services produced in a period of time divided by the productive resources used
- 4.4.3** Explain how both parties can benefit from trade\* and give examples of how people in Indiana engaged in trade in different time periods.
- \* **trade:** the voluntary exchange of goods or services
- 4.4.4** Explain that prices change as a result of changes in supply\* and demand\* for specific products.
- \* **supply:** what producers are willing and able to sell at various prices
  - \* **demand:** what consumers are willing and able to buy at various prices
- 4.4.5** Describe Indiana's emerging global connections.
- Examples:** Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.
- 4.4.6** List the functions of money\* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.
- \* **functions of money:** helps people trade, measures the value of items, facilitates saving
- 4.4.7** Identify entrepreneurs\* who have influenced Indiana and the local community.
- Examples:** The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster
- \* **entrepreneur:** a person who takes a risk to start a business
- 4.4.8** Define profit\* and describe how profit is an incentive for entrepreneurs.
- \* **profit:** revenues from selling a good or service minus the costs of producing the good or service
- 4.4.9** Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.
- 4.4.10** Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.

# GRADE 4 STANDARDS IN VERTICAL FORMAT

## GRADE 4

## Indiana in the Nation and the World

**Subject/Course 0470     Level 4**

Fourth grade students apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and examining primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.

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The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 4 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

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Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p>Students trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.</p> <p><b>Historical Knowledge</b></p> <p><b>American Indians and the Arrival of Europeans to 1770</b></p> <p><b>4.1.1</b> Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.</p> <p><b>Examples:</b> Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures</p>	<p>Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.</p> <p><b>Foundations of Government</b></p> <p><b>4.2.1</b> Explain the major purposes of Indiana's Constitution as stated in the Preamble.</p> <p><b>4.2.2</b> Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.</p>	<p>Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.</p> <p><b>The World in Spatial Terms</b></p> <p><b>4.3.1</b> Use latitude and longitude to identify physical and human features of Indiana.</p> <p><b>Examples:</b> transportation routes and bodies of water (lakes and rivers)</p> <p><b>4.3.2</b> Estimate distances between two places on a map when referring to relative locations.</p>	<p>Students study and compare the characteristics of Indiana's changing economy in the past and present.</p> <p><b>4.4.1</b> Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.</p> <p><b>*goods:</b> tangible objects, such as food or toys, that can satisfy people's wants and needs</p> <p><b>*services:</b> actions that someone does for someone else, such as dental care or trash removal</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.2</b> Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p><b>Examples:</b> Miami, Shawnee, Potawatomi and Lenape (Delaware)  <a href="#">Native Americans in Indiana</a></p> <p><b>The American Revolution and the Indiana Territory: 1770s to 1816</b></p> <p><b>4.1.3</b> Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.</p> <p><b>Examples:</b> George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)</p>	<p><b>Functions of Government</b></p> <p><b>4.2.3</b> Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.</p> <p><b>4.2.4</b> Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.</p> <p><b>Examples:</b> Governor, lieutenant governor, chief justice, state senators and state representatives.</p> <p><b>Roles of Citizens</b></p> <p><b>4.2.5</b> Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.</p> <p><b>4.2.6</b> Define and provide examples of civic virtues* in a democracy.</p> <p><b>Examples:</b> Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good</p> <p><b>*civic virtues:</b> behaviors that contribute to the healthy functioning of a democracy</p>	<p><b>Places and Regions</b></p> <p><b>4.3.3</b> Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.</p> <p><b>4.3.4</b> Map and describe the physical regions of Indiana and identify major natural resources and crop regions. Examples: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands</p> <p><b>Physical Systems</b></p> <p><b>4.3.5</b> Explain how glaciers shaped Indiana's landscape and environment.</p> <p><b>4.3.6</b> Describe Indiana's landforms (lithosphere*), water features (hydrosphere*), and plants and animals (biosphere*).</p> <p><b>*lithosphere:</b> the soil and rock that form Earth's surface</p> <p><b>*hydrosphere:</b> all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)</p> <p><b>* biosphere:</b> all plants and animals</p>	<p><b>4.4.2</b> Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years.</p> <p><b>Examples:</b> Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.</p> <p><b>*productivity:</b> the amount of goods and services produced in a period of time divided by the productive resources used</p> <p><b>4.4.3</b> Explain how both parties can benefit from trade* and give examples of how people in Indiana engaged in trade in different time periods.</p> <p><b>*trade:</b> the voluntary exchange of goods or services</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.4</b> Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.  <b>Examples:</b> The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state Government</p> <p><b>Statehood: 1816 to 1851</b></p> <p><b>4.1.5</b> Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s</p> <p><b>4.1.6</b> Explain how key individuals and events influenced the early growth and development of Indiana.  <b>Examples:</b> Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851</p>	<p><b>4.2.7</b> Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.  <b>Examples:</b> Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana's environment.</p>	<p><b>4.3.7</b> Explain the effect of the Earth/sun relationship on the climate of Indiana.  <b>Examples:</b> Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.</p> <p><b>4.3.8</b> Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.  <b>Examples:</b> Forest growth and transportation routes</p> <p><b>Human Systems</b></p> <p><b>4.3.9</b> Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p>	<p><b>4.4.4</b> Explain that prices change as a result of changes in supply* and demand* for specific products.  <b>*supply:</b> what producers are willing and able to sell at various prices  <b>*demand:</b> what consumers are willing and able to buy at various prices</p> <p><b>4.4.5</b> Describe Indiana's emerging global connections.  <b>Examples:</b> Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.</p> <p><b>4.4.6</b> List the functions of money* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.  <b>*functions of money:</b> helps people trade, measures the value of items, facilitates saving</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>The Civil War Era and Later Development: 1850 to 1900</b></p> <p><b>4.1.7</b> Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.  <b>Examples:</b> Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement</p> <p><b>4.1.8</b> Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.  <b>Examples:</b> Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front</p>		<p><b>4.3.10</b> Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.</p> <ul style="list-style-type: none"> <li>E pluribus unum (out of many, one)  <a href="http://greatseal.com/mottoes/unum.html">http://greatseal.com/mottoes/unum.html</a></li> <li>Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President)  <a href="http://www.history.com/topics/ellis-island">http://www.history.com/topics/ellis-island</a></li> </ul> <p><b>4.3.11</b> Examine Indiana's international relationships with states and regions in other parts of the world.  <b>Examples:</b> Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.</p> <p><b>Environment and Society</b></p> <p><b>4.3.12</b> Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.</p>	<p><b>4.4.7</b> Identify entrepreneurs* who have influenced Indiana and the local community.  <b>Examples:</b> The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster  <b>*entrepreneur:</b> a person who takes a risk to start a business</p> <p><b>4.4.8</b> Define profit* and describe how profit is an incentive for entrepreneurs.  <b>*profit:</b> revenues from selling a good or service minus the costs of producing the good or service</p> <p><b>4.4.9</b> Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.</p> <p><b>4.4.10</b> Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p>



Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.9</b> Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.</p> <p><b>Examples:</b> Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business.</p> <p><b>Growth and Development: 1900 to 1950</b></p> <p><b>4.1.10</b> Describe the participation of Indiana citizens in World War I and World War II.</p> <p><b>Examples:</b> Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle</p>		<p><b>4.3.13</b> Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.</p>	

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.11</b> Identify and describe important events and movements that changed life in Indiana in the early twentieth century.</p> <p><b>Examples:</b> Women’s suffrage, the Great Depression, World War I, African-American migration from the South and World War II</p> <p><b>4.1.12</b> Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.</p> <p><b>Examples:</b> The impact of improved farming methods on Indiana agriculture; the development of Indiana’s automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>Contemporary Indiana: 1950 – Present</b></p> <p><b>4.1.13</b> Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p> <p><b>Examples:</b> The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.</p> <p><b>4.1.14</b> Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections.</p> <p><b>Examples:</b> Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b></p> <p><b>4.1.15</b> Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.  <b>Examples:</b> Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing</p> <p><b>4.1.16</b> Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.  <b>Examples:</b> Identify different opinions regarding Indiana's participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.</p>			

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<p><b>4.1.17</b> Construct a brief narrative about an event in Indiana history using primary and secondary sources.</p> <p><b>Examples:</b> The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes</p> <p><b>*primary source:</b> developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)</p> <p><b>* secondary source:</b> developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)</p> <p><b>4.1.18</b> Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.</p> <p><b>Examples:</b> Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman</p>			

# APPENDIX A – TEACHER RESOURCE GUIDE

## GRADE 4 – Indiana in the Nation and the World

Updated March 2015

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

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317-232-9078

The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

### SOME GOOD GENERAL LINKS ABOUT INDIANA HISTORY HISTORY

- [Destination Indiana](#) - Destination Indiana brings Indiana's history to life through thousands of images and hundreds of stories about our Hoosier heritage. These are the people and events of the past that made us who we are today, recreated through our vast collection of rare historical photographs and documents. These stories are yours to explore, share and cherish. You can also visit the Destination Indiana gallery in person as part of the Indiana Experience, at the Eugene and Marilyn Glick Indiana History Center in downtown Indianapolis.
- [Visit Indiana- 4<sup>th</sup> Grade Social Studies Curriculum](#) This resource provides the tools you'll need to connect your students with Indiana's history through the lens of travel. Built on a Problem-Based Learning methodology, students develop flexible knowledge, effective problem-solving skills, self-directed learning and effective collaboration skills as they explore Indiana, its history and allure.
- [A Long Time Ago](#) Want to learn more about Indiana, its history and the people that used to live here? Here are some things to get you started on that journey. Created by the Indiana Department of Natural Resources.
- [Treasures in the Wild](#) The outdoors are a treasure chest full of natural wonders. Birds, animals, trees, fish, plants, bugs - there are so many wonderful living things outside in Indiana. Created by the Indiana Department of Natural Resources
- [Let's Have Fun](#) -Do you like coloring pages or puzzles or word searches? Well, everything from coloring pages to arts and crafts are here. They are fun and will help you learn more about Indiana and its outdoors!
- [Indiana Trivia-How Much do you Know?](#) Trivia quiz on Indiana facts. Created by the Indiana Department of Natural Resources
- [History of Indiana](#)
- [Center for History – Indiana History](#) - If you want to learn more about Indiana history, you've come to the right place. This section covers the history of the state of Indiana from pre-history through the mid-20th century. Use the menu on the left to navigate to the section of Indiana history you would like to learn about.
- [Indiana \(from the History Channel\)](#)
- [Indiana Facts and Trivia](#)
- [ArtSmart: Indiana](#) ArtSmart: Indiana, written by Susan O. Chavers in 1985 and copyrighted by the Art Museum of Greater Lafayette, is a visual means of learning about art appreciation and the culture and history of Indiana, 1800 to present day.
- [52 social studies passages to teach K-8 reading comprehension. >>](#) From ReadWorks
- [K - 12th Grade Informational Articles](#)

*Continued on next page*

- [K - 12th Grade Passages with Vocabulary](#)
- [Famous Hoosiers](#)
- [U.S. History Timeline](#)
- [Indiana Historical Bureau – Resources for Educators](#)
- [Indiana Humanities Teacher Center](#)
- [Indiana Historical Society – Indiana Statehood](#)

## Standard 1 History

*Students trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.*

### Historical Knowledge

#### American Indians and the Arrival of Europeans to 1770

- 4.1.1** Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

**Examples:** Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures

##### Resources

- [Prehistoric Indians of Indiana](#)
- [Early Peoples of Indiana](#)
- [Angel Mounds](#)

- 4.1.2** Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**Examples:** Miami, Shawnee, Potawatomi and Lenape (Delaware)

##### Resources

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <a href="#">Native Americans in Indiana: Resistance and Removal</a></li> <li>• <a href="#">Indians of Indiana</a></li> <li>• <a href="#">Miami Nation of Indiana</a></li> <li>• <a href="#">Shawnee Indian Tribe Facts</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Historical Indians of Indiana</a></li> <li>• <a href="#">The Lenape on the Wapahani River</a></li> <li>• <a href="#">Interactive Map</a> Eiteljorg Museum – Interactive Map of Miami Indian settlement.</li> </ul> |
|--|---|

#### The American Revolution and the Indiana Territory: 1770s to 1816

- 4.1.3** Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

**Examples:** George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)

##### Resources

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <a href="#">George Rogers Clark</a></li> <li>• <a href="#">George Rogers Clark history</a></li> <li>• <a href="#">The World of George Rogers Clark</a></li> <li>• <a href="#">Battle of Vincennes</a></li> <li>• <a href="#">British Surrender Fort Sackville</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Northwest Territory 1787</a></li> <li>• <a href="#">Northwest Ordinance</a></li> <li>• <a href="#">Little Turtle</a></li> <li>• <a href="#">Tecumseh</a></li> <li>• <a href="#">History of the Battle of Tippecanoe</a></li> </ul> |
|---|---|

- 4.1.4** Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

**Examples:** The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state Government

**Resources**

- [Northwest Ordinance](#)
- [Northwest Territory 1787](#)
- [Indiana Constitution - 1816](#)
- [A Cultural Exploration of the Myaamia Removal Route](#)

**Statehood: 1816 to 1851**

- 4.1.5** Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s

**Resources**

[Indian Removal](#)  
[Native Americans in Indiana: Resistance and Removal](#)

- 4.1.6** Explain how key individuals and events influenced the early growth and development of Indiana.

**Examples:** Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

**Resources**

[Indiana governor Jonathan Jennings](#)  
[New Harmony, Indiana](#)  
[Historic New Harmony](#)  
[Robert Owen](#)  
[Moving the State Capital to Indianapolis](#)

[Canals in Indiana](#)  
[Indiana Constitution \(1851\)](#)  
[Corydon Capitol State Historic Site](#)  
[Vincennes State Historic Sites](#)

***The Civil War Era and Later Development: 1850 to 1900***

- 4.1.7** Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Examples:** Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement

**Resources**

- [Levi Coffin](#)
- [Underground Railroad in Indiana](#)
- [The Underground Railroad in the Ohio River Valley](#) (Game)
- [The Colonization Movement](#)
- [“Back to Africa?” The Colonization Movement in Early America](#)
- [Mary Bateman Clark: A Woman of Colour and Courage](#)
- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#)



**4.1.8** Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

**Examples:** Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front

**Resources**

- [28<sup>th</sup> Regiment, United States colored Troops](#)
- [Indiana Civil War Camps](#)
- [The Battle of Corydon](#)
- [Benjamin Harrison – Civil War](#)
- [Indiana Female Freedmen Teachers: Investigating the Myth of the Yankee Schoolmarm, 1862-1875](#)
- [Confederate Prisoners in Enemy Memory](#)
- [The Gray Eagle](#)
- [The Stager Cipher – Secret Codes in the Civil War](#)

**4.1.9** Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.

**Examples:** Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

**Resources**

- [Indianapolis: City of Immigrants](#)
- [American President: Benjamin Harrison](#)
- [Benjamin Harrison Presidential Site](#)
- [Eli Lilly](#)
- [Eli Lilly & Company founded](#)
- [Fueling a Region: Indiana's Gas Boom](#)
- [A Legacy Etched in Glass: The Ball Brothers in Muncie](#)
- [Historic Muncie: Preserving Middletown's Neighborhoods](#)

***Growth and Development: 1900 to 1950***

**4.1.10** Describe the participation of Indiana citizens in World War I and World War II.

**Examples:** Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle

**Resources**

- [World War I](#) (Indiana Historical Society)
- [World War II](#) (Indiana Historical Society)
- [Indiana War Memorial Museum](#)
- [Duck and Cover Video](#)
- [Ernie Pyle](#) (Indiana Historical Society)

**4.1.11** Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

**Examples:** Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II

**Resources**

- [The women's suffrage movement in Indiana](#)
- [Women's Suffrage](#) (Short Video)
- [Indiana's First Woman's Rights Convention](#)
- [The Great Depression](#) (Indianapolis Public Library)
- [Indianapolis at the time of the Great Migration](#)
- [World War II](#) (Indiana Historical Society)
- [Indiana History – Indiana and Another World War \(1940-1950\)](#)
- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#)

**4.1.12** Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.

**Examples:** The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state

#### Resources

- [Immigration Timeline](#) (Indiana Historical Society)
- [Indiana Farming: Yesterday and Today](#) (Conner Prairie)
- [The Studebaker National Museum](#)
- [Studebaker History Timeline](#)
- [Duesenberg site lives on](#)
- [Stutz Bearcat](#)
- [Ball Brothers Glass Manufacturing](#)
- [A Legacy Etched in Glass: The Ball Brothers in Muncie](#)
- [Northwest Indiana Steel History Project](#)

### ***Contemporary Indiana: 1950 – Present***

**4.1.13** Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

**Examples:** The civil rights movement and school integration in Indiana; Indiana's participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.

#### Resources

- [History of the Civil Rights Movement](#)
- [Robert F. Kennedy's Martin Luther King Jr. Assassination Speech](#) (delivered in Indianapolis)
- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#)

**4.1.14** Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.

**Examples:** Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.

### **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

**4.1.15** Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

**Examples:** Immigration patterns such as the settlement of the French and Germans, and automobile Manufacturing

#### Resources

- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#)

**4.1.16** Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.

**Examples:** Identify different opinions regarding Indiana's participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.

**Resources**

- [In My Other Life](#) Edsitement
- [What Makes a Hero?](#) Edsitement

**4.1.17** Construct a brief narrative about an event in Indiana history using primary and secondary sources.

**Examples:** The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes

**primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

**secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

**Resources**

- [First Indianapolis 500 held](#)
- [One Hundred Years of the Indy 500](#)
- [History of the Battle of Tippecanoe](#)
- [Cardinal Scholar map collection](#)
- [Indiana Memory](#)
- [The Great Flood of 1913 100 Years Later](#)
- [1965 Palm Sunday tornadoes](#)
- [RetroIndy: Indiana tornadoes](#)
- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#)

**4.1.18** Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.

**Examples:** Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman

**Resources**

[Famous Hoosiers](#)  
[T.C. Steele](#)  
[T.C. Steele](#) (State Museum)

[James Whitcomb Riley](#)  
[Gene Stratton-Porter](#)  
[Cole Porter](#)  
[Hoagy Carmichael](#)

[Wes Montgomery](#)

## Standard 2 Civics and Government

*Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.*

### Foundations of Government

**4.2.1** Explain the major purposes of Indiana's Constitution as stated in the Preamble.

#### Resources

- [The Makings of the Indiana Constitution](#) (1816 & 1851 Preamble)
- [Elements of the Constitution](#)

**4.2.2** Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

#### Resources

- [Indiana Constitution – Article 1](#)
- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#)

### Functions of Government

**4.2.3** Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.

#### Resources

- [Article 4 - Legislative](#)
- [Article 5 - Executive](#)
- [Article 7 - Judicial](#)

**4.2.4** Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.

**Examples:** Governor, lieutenant governor, chief justice, state senators and state representatives.

#### Resources

- [Quick Facts: Indiana](#) -Ben's Guide to Government/Indiana page
- [General Indiana Facts](#) -General facts about Indiana, including Indiana's government; famous Hoosiers.

### Roles of Citizens

**4.2.5** Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.

#### Resources

- [Voting: A Right and a Responsibility](#)
- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#) (Children's Museum)

**4.2.6** Define and provide examples of civic virtues\* in a democracy.

**Examples:** Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good

- **civic virtues:** behaviors that contribute to the healthy functioning of a democracy

#### Resources

- [What is Civic Virtue?](#)
- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#) (Children's Museum)
- [1836 Prairietown](#) (Conner Prairie)

**4.2.7** Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.

**Examples:** Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana's environment.

#### Resources

- [Children in the Civil Rights Movement: Facing Racism, Finding Courage](#) (Children's Museum)

## Standard 3 Geography

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

### The World in Spatial Terms

**4.3.1** Use latitude and longitude to identify physical and human features of Indiana.

**Examples:** transportation routes and bodies of water (lakes and rivers)

#### Resources

- [Introduction to Latitude and Longitude](#)

**4.3.2** Estimate distances between two places on a map when referring to relative locations.

#### Resources

- [Measuring Distances on a Map](#)

### Places and Regions

**4.3.3** Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.

#### Resources

- [Locate the States](#)
- [Map of Major Indiana Cities](#)
- [Indiana Rivers](#)
- [Indiana Maps](#)

**4.3.4** Map and describe the physical regions of Indiana and identify major natural resources and crop regions.

**Examples:** Northern Lakes and Moraines, Central Till Plain and Southern Lowlands

**Resources**

- [The Geography of Indiana](#)

**Physical Systems**

**4.3.5** Explain how glaciers shaped Indiana's landscape and environment.

**Resources**

- [How Glaciers Shaped Indiana](#)

**4.3.6** Describe Indiana's landforms (lithosphere\*), water features (hydrosphere\*), and plants and animals (biosphere\*).

- **lithosphere:** the soil and rock that form Earth's surface
- **hydrosphere:** all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)
- **biosphere:** all plants and animals

**Resources**

- [Geography of Indiana](#) Review Game
- [Physical Systems in Indiana](#)
- [China's Terra Cotta Warriors](#) (Children's Museum)

**4.3.7** Explain the effect of the Earth/sun relationship on the climate of Indiana.

**Examples:** Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.

**Resources**

[A Brief Understanding of Weather and Climate](#) (K-3) Part of the Global Climate Change Educators' Guide from the National Council for Geographic Education

**4.3.8** Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.

**Examples:** Forest growth and transportation routes

**Human Systems**

**4.3.9** Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.

**4.3.10** Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.

- *E pluribus unum* (out of many, one) <http://greatseal.com/mottoes/unum.html>
- Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>

**4.3.11** Examine Indiana's international relationships with states and regions in other parts of the world.

**Examples:** Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.

## Environment and Society

- 4.3.12** Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.

### Resources

- <http://www.nationalgeographic.com/xpeditions/lessons/04/g68/animalquiz.html> -In this lesson, students will be asked to consider the unique physical and human characteristics of their home region and to create guidebooks that describe these features to visitors to the region. In the process, they will gain an awareness of the [human and environmental factors that make places unique](#).
- 4.3.13** Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.

## Standard 4 Economics

*Students study and compare the characteristics of Indiana's changing economy in the past and present.*

### Economics Websites

- [EconEdLink](#)  
Internet based, on-line lesson plans for all grades K-12.
- [Economics Education Web](#)  
Lots of great lesson plans linked to different economic concepts K-5.
- [Teaching Economics through Literature](#) Compiled by James Madison University-Economics Education Literature activities and lesson plans for teachers and kids links economics lesson plans to popular children's literature titles. The ideas are easy and practical and fit well into the elementary curriculum.
- [Kids Zone – Department of the Treasury](#)  
Fun games and cartoons for the kids and a number of "coin-centric" lesson plans for teachers.
- [http://www.newmoney.gov/education\\_resources/youth.aspx](http://www.newmoney.gov/education_resources/youth.aspx)  
The U.S. government has created a variety of youth education materials that are free or charge and can be downloaded
- [Learn about Money for Kids | Grades K - 5 | Kids.gov](#)
- [H.I.P. Pocket Change™ Web Site - The United States Mint](#)  
The US Mint's interactive official site for coin collecting kids. The history of coin minting and what new quarters are due to be minted
- [EconKids: Explore the Children's Museum](#)  
A Grade 3-5 Unit of Study

- 4.4.1** Give examples of the kinds of goods\* and services\* produced in Indiana in different historical periods.

\* **goods**: tangible objects, such as food or toys, that can satisfy people's wants and needs

\* **services**: actions that someone does for someone else, such as dental care or trash removal

### Resources

- [China's Terra Cotta Warriors](#) (Children's Museum)
- [1836 Prairietown](#) (Conner Prairie)

**4.4.2** Define productivity\* and provide examples of how productivity has changed in Indiana during the past 100 years.

**Examples:** Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.

\* **productivity:** the amount of goods and services produced in a period of time divided by the productive resources used

**4.4.3** Explain how both parties can benefit from trade\* and give examples of how people in Indiana engaged in trade in different time periods.

\* **trade:** the voluntary exchange of goods or services

#### Resources

- [1836 Prairietown](#) (Conner Prairie)

**4.4.4** Explain that prices change as a result of changes in supply\* and demand\* for specific products.

\* **supply:** what producers are willing and able to sell at various prices

\* **demand:** what consumers are willing and able to buy at various prices

**4.4.5** Describe Indiana's emerging global connections.

**Examples:** Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.

**4.4.6** List the functions of money\* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.

\* **functions of money:** helps people trade, measures the value of items, facilitates saving

#### Resources

- [The Changing Face of Money](#) In this lesson, students play a game to guess which objects have been used as money throughout history. In the process, they learn several basic economic concepts. For instance, money must be a unit of account, meaning that it must be able to break down into smaller pieces that equate with the goods or services desired.
- [Bill, Are you Bogus?](#) In a barter system, people have to trade goods and services for other goods and services. In an economy that produces millions of goods and services, barter is very difficult. Think of all the stuff (goods and services) you have.
- [Deceptive Advertising: Crossing the Line](#) In this lesson, students examine the ground rules for advertisements of goods and services, why we need rules, who sets them, and who enforces them. They research cases in which, deceptive advertising has been charged and analyze whether the negative incentives for this illegal practice are sufficient to deter future violations.
- [Satisfaction Please! \(Part 3\)](#) The focus of this lesson is what to do when a consumer is unable to get a problem resolved with a seller. A variety of options are presented in both the public and private arena. Students must select sources of outside help that would be appropriate in hypothetical situations they are given.
- [U.S. farmers and the Cuban embargo](#) This lesson explores trade barriers in general and why some U.S. farmers want one specific trade barrier, the Cuban embargo, completely eliminated.



- [A Colonial Marketplace](#) Students will participate as children of colonial farmers in a simulation of a market. They will first barter, exchanging the goods they “produced” for other goods. Then, in a second round, they will trade again, using money as the medium of exchange
- [What is Money?](#) To provide learning experiences that will encourage the student to discover and be challenged in learning, and become acquainted with money. Includes lesson worksheet and play store activity.

**4.4.7** Identify entrepreneurs\* who have influenced Indiana and the local community.

**Examples:** The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster

\* **entrepreneur:** a person who takes a risk to start a business

**4.4.8** Define profit\* and describe how profit is an incentive for entrepreneurs.

\* **profit:** revenues from selling a good or service minus the costs of producing the good or service

#### **Resources**

- [Bill, Are you Bogus?](#) In a barter system, people have to trade goods and services for other goods and services. In an economy that produces millions of goods and services, barter is very difficult. Think of all the stuff (goods and services) you have.

**4.4.9** Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.

#### **Resources**

- [Miami County - Commercial](#) A thirty second (:30) spot featuring the Miami County Historical Society's Museum Director/Curator, Elise. Part of the Miami County Historical Society project.
- [Miami County – Cole Porter 1955 Cadillac Fleetwood Feature](#) A promotional piece detailing the 1955 Cadillac Fleetwood, owned by Cole Porter at the Miami County Historical Society Museum. Part of the Miami County Historical Society project.

**4.4.10** Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.

#### **Resources**

- [The Story of Jack and the Bank Stalk](#) -Fairy tales have always been used to give lessons about life. The story of Jack and the Bean Stalk is a good lesson about the importance of knowing about money and banks. The story of Jack asks the question, "What is money?"
- [Phillips Curve](#)
- [Marketplace: The Argentina Barter Fair](#)
- [One is Silver and the Other's Gold](#)

# GUIDE TO HISTORIC SITES IN INDIANA



### 9/11 Memorial



421 W. Ohio St.  
Indianapolis, IN 46202

Project 9/11 Indianapolis was begun early in 2010 as a grass roots effort to establish a permanent memorial dedicated to those killed in the September 11 attacks. The focal point of the memorial consists of two 11,000-pound (5,000 kg) beams from the Twin Towers. Behind the beams stand a pair of six-foot tall black granite walls inscribed with remembrances of the events in New York City; Washington, D.C.; and Shanksville, Pennsylvania. Perched atop one of the beams is a bronze, life-size sculpture of an American Bald Eagle, with wings outstretched and gazing east toward New York City

### American Legion Mall



N. Pennsylvania St.  
Indianapolis, IN 46204

The American Legion Mall (ALM) extends from St. Clair Street to North Street between Meridian and Pennsylvania Streets. On the east side is the American Legion National headquarters, and on the west side is the headquarters of the American Legion's Department of Indiana. Looking to the south from St. Clair Street, the visitor sees the solemn grounds of the Cenotaph in the foreground. The Cenotaph memorializes the nation's first casualty of World War I, Corporal James B. Gresham of Company F, 16th Infantry and Evansville Indiana. In the background rise the World War II, Korean, and Vietnam memorials on the flanks with Veteran's Plaza and the World War Memorial anchoring the vista at its southern end.

[Angel Mounds  
State Historic  
Site](#)



8215 Pollack Avenue  
Evansville, IN 47715

812-853-3956

Angel Mounds is the site of the largest settlement of its time in what is now known as Indiana. It was a fortified town serving as a social, political, and religious center for a much larger area of villages, hamlets, and farmsteads that ran 70 miles along the Ohio river, from the Wabash River to 35 miles east of Evansville. the town and surrounding settlements together constituted a chiefdom and were occupied from as early as A.D. 1000 to as late as A.D. 1450 by Native Americans whom archaeologists call Mississippians.

[Baer Field  
Heritage Aircraft  
Park](#)



3005 w. Ferguson Rd.  
Fort Wayne, IN 46809

260-478-3314

This private park is open to the public and will showcase all of the aircraft flown at the 122nd Fighter Wing Indiana Air National Guard from 1947. Some of the aircraft that are on display are the F-100 Super Sabre, the F-4 Phantom, the F-84F Thunderstreak, the F-16 Fighting Falcon, and the current aircraft flown here, the A-10 Thunderbolt II. A vehicle representing the 338th Quartermaster Unit, a tenant unit at the 122FW, is also on display. Military history and heritage play an important role in continuing traditions and remembering legacies.

[Benjamin  
Harrison  
Presidential Site](#)



1230 North Delaware  
St. Indianapolis, IN  
46202

317-631-1888

Benjamin Harrison lived in this Italianate house from 1875 until his death there in 1901, except from 1889 to 1893 while he was the 23rd President. He was also a Senator from Indiana from 1881 to 1887. Harrison accepted the Republican nomination for the Presidential election in 1888 and conducted his Front Porch Campaign here

[Billie Creek  
Village](#)



65 South Billie Creek  
Road  
Rockville, IN 47872

765-569-0252

Billie Creek Village is a 70-acre open-air living history museum and park, filled with 38 historical buildings and structures, and hundred of antiques and artifacts

[The Children's  
Museum of  
Indianapolis](#)



3000 N. Meridian St.  
Indianapolis, IN 46208

317-334-4000

The Children's Museum of Indianapolis is the world's largest children's museum. It is located at 3000 North Meridian Street, Indianapolis, Indiana, United States in the United Northwest Area neighborhood of the city. The museum is accredited by the American Alliance of Museums. It is 472,900 square feet (43,933.85 m<sup>2</sup>) with five floors of exhibit halls and receives more than one million visitors annually. Its collection of over 120,000 artifacts and exhibit items are divided into three domains: the American Collection, the Cultural World Collection, and the Natural World Collection. Among the exhibits are a simulated Cretaceous dinosaur habitat, a carousel, and a steam locomotive. Because the museum's targeted audience is children, most exhibits are designed to be interactive allowing children to actively participate

[Conner Prairie  
Interactive  
History Park](#)



13400 Allisonville Road  
Fishers, IN 46038

317-776-6000

Connor Prairie Interactive History Park, where guests can explore five themed historic areas: Lenape Camp, Conner Homestead, 1836 Prairietown, 1859 Balloon Voyage, and the 1863 Civil War Journey: Raid on Indiana. Explore Conner Prairie's new, one-of-a-kind outdoor experience that puts you right in the middle of Indiana's brush with the Civil War.

[Corydon Capitol  
State Historic  
Site](#)



126 E Walnut Street  
Corydon, IN

812-738-4890

Corydon Capitol State Historic Site commemorates Indiana's first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana's western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana's population at the time.

[Crown Hill  
Cemetery](#)



700 W. 30th Street  
Indianapolis, IN 46208

317-920-2644

Founded in 1863, Crown Hill is the nation's 3rd largest cemetery with 555 acres of beautiful rolling hills located across the street from the Indianapolis Museum of Art. Thousands visit this urban oasis to enjoy its peaceful beauty; study the architecture, sculptures and trees; exercise; picnic; view the wildlife and to study the history and heritage of the thousands of people buried there. Notables include President Benjamin Harrison, poet James Whitcomb Riley, Col. Eli Lilly, three U.S. Vice Presidents, and numerous others, including the infamous bank robber John Dillinger.



[Culberston  
Mansion](#)



914 E. Main Street  
New Albany, IN

812-944-9600

The Culberston Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 square feet and contains 25 rooms. The mansion stands as an example of the tastes, ideals and lifestyle of people during the late 1800/s

[Dr. James Ford  
Historic Home](#)



177 W. Hill Street  
Wabash, IN 46992

260-563-8686

The Dr. James Ford Historic Home, a restored 19th Century physician's home and surgery invites you to experience the daily lives, personalities, and activities of the Dr. James Ford family in the years before, during and just after the Civil War. Period decor and furnishings provide a look at what life may have been like in the mid-1800s. T

[Eiteljorg  
Museum of  
American Indians  
and Western Art](#)



500 W. Washington St.  
Indianapolis, IN 46204

317-636-9378

The Eiteljorg Museum of American Indians and Western art was founded by Indianapolis businessman and philanthropist Harrison Eiteljorg. Its mission—to inspire an appreciation and understanding of the art, history and cultures of the American West and the indigenous peoples of North America. The museum executes this charge in exciting and often surprising ways.

[Elwood Haynes  
Museum](#)



1915 S. Webster Street  
Kokomo, IN 46902

765-456-7500

Elwood Haynes, the inventor of America's first car in 1894, stainless steel, the alloy Stellite, among many other great inventions. See historical exhibits, memorabilia, photos, furnishings, and four Haynes classic cars. The industrial history of Howard County is chronicled in additional exhibits in the museum.

[Fort Ouiatenon](#)



Tippecanoe County  
Historical Assn.  
1001 South Street  
Lafayette, IN 47901

765-476-8411

Fort Ouiatenon was the first fortified European settlement in what is now Indiana. It was established by the French in 1717 at a site five miles southwest of Lafayette as a military outpost to prevent British expansion into the Ohio and Wabash country.

[French Lick and  
West Baden](#)



8670 West State Road  
56 French Lick, IN  
47432

866-571-8687  
812-936-5870

Unprecedented in the nation, the grand hotels in French Lick and West Baden Springs—both listed in the National Register of Historic Places and located one mile apart in southern Indiana—offer a fascinating window on the grand hotel era of the early twentieth century and the tradition of “taking the waters.” Guests from Al Capone to FDR, Bing Crosby to Helen Keller, captains of industry and pampered socialites came to imbibe the waters and take spa treatments, enjoy sports and entertainments, and perhaps test their luck in the casinos.



[Gene Stratton  
Porter Cabin](#)



1205 Pleasant Point  
Rome City, IN 46784

260-854-3790

Gene Stratton-Porter is Indiana's most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children's books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures.

[General Lew  
Wallace Study &  
Museum](#)



200 Wallace Ave.  
Crawfordsville, IN  
47933

765-362-5769

The General Lew Wallace Study & Museum, an architectural wonder situated on the grounds where Civil War Major General Lew Wallace wrote his masterwork Ben-Hur, celebrates Wallace's fascinating legacy and renews belief in the power of the individual spirit to affect American history and culture. Located in Wallace's private study, the Museum contains original items collected by Wallace during his life as an author, soldier, statesman, artist, musician and inventor.

[George Rogers  
Clark National  
Historic Park](#)



401 S. 2nd Street  
Vincennes, IN 47591

812-882-1776

Located in Vincennes, Indiana on the banks of the Wabash River at what is believed to be the site of Fort Sackville. A classical memorial here was authorized under President Coolidge and dedicated by President Franklin Roosevelt in 1936.

### Grouseland

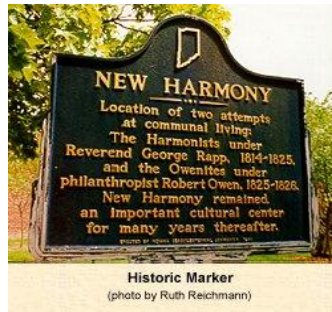


3 W. Scott Street  
Vincennes, IN 47591

812-882-2096

Grouseland is the elegant Georgian/Federal home completed in 1804, which served as the home of William Henry Harrison and his family when he was Governor of the Indiana Territory (1800-1812). The first brick home in Indiana and a National Historic Landmark, the house was more than a residence. This magnificent building was the center of government for the Indiana Territory and also served as a fortress in times of unrest.

### Historic New Harmony



401 N Arthur Street  
New Harmony, IN  
46731

812-682-4474  
800-231-2168  
(tollfree)

New Harmony was founded in 1815 by Rappites, and in 1825 Robert Owen attempted to create a utopian society. Many original Harmony Society buildings remain

### Historic Old Fort (Ft Wayne)



P.O. Box 12650  
Fort Wayne, IN 46864

260-437-2836

There were 3 American forts built in Fort Wayne. The current fort is a replica of the one constructed by Major John Whistler and his men during 1815 -- 1816 and was the last fort to stand at the junction of the St. Mary's, St. Joseph, and Maumee Rivers.

[Historic  
Prophetstown](#)



3549 Prophetstown  
Trail Battleground, IN 47920

765-567-4700

Dedicated to showing, sharing & teaching  
about agriculture & horse powered farming.  
Native American settlement & farmstead.

[Indiana Historical  
Society](#)



450 W. Ohio St.  
Indianapolis, IN 46202

317-232-1882

The Eugene and Marilyn Glick Indiana  
History Center, home of the Indiana  
Historical Society, underwent a major  
renovation and re-opened in March 2010  
with the launch of its new feature, the  
Indiana Experience. The Indiana Experience  
uses new technology to immerse guests in  
stories of the state's past in easy, enjoyable  
and meaningful ways.

[Indiana State Capitol](#)



200 W. Washington St.  
Indianapolis, IN 46204

317-233-5293

The Indiana State Capitol, the Statehouse, has been the seat of Indiana's government since 1887 and is perhaps the grandest 19th-century Neo-Classical Revival building in Indiana. Indiana is one of the few states in the nation that has all three branches of government operating out of the historic state capitol building. In 1825, after nine years of statehood, the capitol city was relocated from Corydon to Indianapolis. Plans for the current statehouse began in 1867 and the building was completed in 1888. It is constructed of Indiana limestone and white oak. The beautiful stained glass rotunda window is original and made from German glass.

[Indiana State Museum and Historic Sites](#)

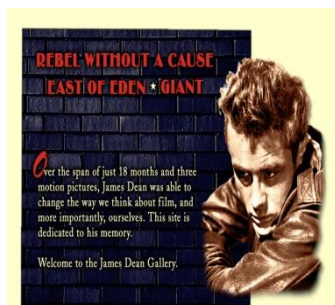


650 W. Washington St.  
Indianapolis, IN 46204

317-232-1637

The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet select Common Core and Indiana Academic Standards

[The James Dean  
Gallery](#)



425 N Main Street  
Fairmount, IN 46928

765-948-3326

The James Dean Gallery opened in 1988 in the actor's hometown of Fairmount, Indiana. The exhibit is housed in a beautifully restored 1903 Victorian home on tree-lined North Main Street just 1 Mile from James Dean's Grave in Park Cemetery. The exhibit includes thousands of items of James Dean memorabilia and visitors can see the worldwide influence that this Indiana native and American film star has made. There are personal items related to James Dean and dozens of original movie posters in different languages from around the world that show the actor's international impact.

[James Whitcomb  
Riley Museum  
Home](#)



528 Lockerbie Street  
Indianapolis, IN 46202

317-631-5885

The nation's only late Victorian preservation open to the public holds furnishings and personal belongings of poet James Whitcomb Riley. Step back to the beginning of the 20th century—just as the great Hoosier poet James Whitcomb Riley experienced it for 23 years of his fascinating life.

[Landmark for  
Peace Memorial](#)



1702 Broadway Street  
Indianapolis, IN 46202

317-327-7461

The Landmark for Peace is a memorial sculpture at Dr. Martin Luther King Jr. Park on the northside of Indianapolis that honors the contributions of the slain leaders Dr. Martin Luther King, Jr. and Robert F. Kennedy. The site is where Robert Kennedy gave his memorable speech the night Dr. King was assassinated in 1968.

[Lane Place](#)



212 S. Water Street  
Crawfordsville, IN  
47933

765-362-3416

Lane Place was built for Henry Lane in 1845 in what is now called the Elston Grove Historic District. Lane represented Montgomery County as state representative, U.S. congressman, governor and U.S. senator. His stature as chairman of the National Republican Convention in 1856 helped secure the party's nomination of Abraham Lincoln for president in 1860. Lane lived continuously at Lane Place until he died in 1881. His wife, Joanna Elston Lane, lived there until her death in 1914.

[Lanier Mansion](#)



601 West 1st Street  
Madison, IN 47250

812-625-3526

Designated a National Historic Landmark in 1994, this 1844 Greek Revival mansion was designed by architect Francis Costigan for financier and railroad magnate James F.D. Lanier. Recent restoration made possible largely by funding from private sources - has recaptured the Mansion's 19th century splendor

[Levi Coffin House](#)



113 U.S. 27 North P.O.  
Box 77 Fountain City,  
IN 47341

765-847-2432

[Levi Coffin](#) lived in this house from 1827 to 1847, where he helped as many as 2,000 slaves escape to freedom. The house was known as the Union Depot of the [Underground Railroad](#), and it contained secret doors that could hide fugitives



[Limberlost](#)



202 East 6th St.  
Geneva, IN 46740

260-368-7428

To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs. In the early 1900's the Limberlost Swamp was described as a "treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states."

[Lincoln Boyhood  
National  
Memorial](#)



3027 East South Street  
Lincoln City, IN 47552

812-937-4541

The story of the Civil War era president's 14 formative years in Indiana springs to life at the Living Historical Farm, in the museum and film, and along the park's scenic hiking trails.

[Medal of Honor  
Memorial](#)



650 W. Washington St.  
Indianapolis, IN 46204

317-261-5447

The Medal of Honor Memorial is dedicated in honor of all recipients of the Medal of Honor, the United States military's highest award for valor. The memorial was unveiled May 28, 1999, during Memorial Day weekend.

[Menno-Hof](#)



510 S VanBuren/SR 5 S  
Shipshewana, IN  
46565

260-768-4117

Tells the story of Amish, Mennonite and Hutterite history, lifestyle and beliefs with multimedia presentations and 24 display areas. Follow the trail of a people searching for peace Menno-Hof is a non-profit information center located in Shipshewana, Indiana, that teaches visitors about the faith and life of Amish and Mennonites.

Menno-Hof's multi-image presentations, historical environments and colorful displays take you on a fascinating journey inside the unique world of the Amish and Mennonites. See where the Anabaptists had their beginning in a Swiss courtyard and how they were persecuted for their faith in the dungeon. Travel with the Anabaptists down the cobblestone streets of Holland and board a 17th century sailing boat on a journey to America and freedom.

[Mississinewa  
Battlefield](#)



7 miles N of Marion  
on SR 15  
Marion, IN 46953

800-822-1812

The Mississinewa Battlefield was the site of the first victory of the United States Army during the War of 1812, on December 17-18, 1812. A 600-man mounted force led by Lt. Col. John B. Campbell attacked and destroyed four British-allied Indian villages. Site of the annual Mississinewa 1812 living history event.



[Mounds State  
Park](#)



4306 Mounds Road  
Anderson, IN 46017

765-642-6627

Mounds State Park, located off I-69 east of Anderson, features 10 unique earthworks built by prehistoric Indians known as the Adena-Hopewell people. The largest earthwork, the Great Mound, is believed to have been constructed around 160 BCE. Archaeological surveys indicate the mounds were used as gathering places for religious ceremonies, from where astronomical alignments could be viewed

[Old French  
House & Indian  
Museum](#)



1st and Seminary  
Streets Vincennes, IN  
47591

812-882-7742  
800-886-6443

The Old French House is an excellent example of French Creole architecture. Home of Michael Brouillet, built in 1809, and furnished much as it would have been in that period. The Old French House is owned & operated by the Old Northwest Corporation. The Vincennes State Historic Sites provides the interpretation.

[Pioneer Village at  
Spring Mill State  
Park](#)



3333 SR 60 E  
Mitchell, IN 47446

812-849-3534

The restored Pioneer Village, founded in 1814, contains 20 historic buildings to explore. The centerpiece is a 3-story limestone gristmill, built in 1817, that still grinds cornmeal today. Heritage interpreters portray the year 1863 and demonstrate period crafts.

[Rotary Jail  
Museum](#)



225 N Washington  
Street Crawfordsville, IN 47933

765-362-5222

The Rotary Jail Museum, built in 1882, was the first of nine rotary jails constructed in the U.S. and is currently the only rotary jail in operating condition. It is listed on the National Register of Historic Places and the Historic American Engineering Record. Sheriff's residence houses a permanent collection and temporary exhibits of local art.

[Seiberling  
Mansion](#)



1200 W. Sycamore St  
Kokomo, In 46901

765.452.4314

Construction on the Seiberling Mansion began in October 1889 and was completed in the fall of 1891. The house was built for Monroe Seiberling of Akron, Ohio at a cost of \$50,000. The architecture of the house is a mixture of Neo-Jacobean (Queen Anne) and Romanesque Revival styles. It was designed by Arthur LaBelle of Marion, Indiana. Built at the height of the gas boom in Indiana, the house was originally heated and illuminated by natural gas.

[Soldiers and  
Sailors  
Monument](#)



1 Monument Circle  
Indianapolis, IN 46204

317-232-7615

The Soldiers & Sailors Monument is Indiana's official memorial to the Hoosiers that served in the Revolutionary War, the War of 1812, the Mexican War, the Civil War, the Frontier Wars and the Spanish-American War.

[Squire Boone  
Caverns](#)



100 Squire Boone Rd.  
S.W.Mauckport, IN  
47142

812-732-4381

Squire Boone Caverns is a real place in southern Indiana where Squire Boone, younger brother of Daniel Boone, lived and worked. Near Historic Corydon, Indiana in 1815, Squire Boone was laid to rest in a cave at the village that once saved his life by providing him refuge a ban of hostile Indians. One-hour guided cavern tours take you past stalactites, stalagmites, rimstones dams and much more. Look closely into the pools of water for white, blind crayfish, amphopods and isopods. Hear about how Squire and his older brother Daniel Boone discovered the caverns in 1790 and how Squire brought his family back to the beautiful valley to live.

[Stockdale Mill](#)



Indiana SR 16  
Roann, IN 46974

765-833-2019

Stockdale Mill is an old water-powered flour mill and dam on the Eel River in north-central Indiana. Come see water powered equipment in action.

[Strawtown  
Koteewi "Prairie  
Park](#)



12308 E. Strawtown  
Ave Noblesville, IN  
46060

317-774-2574

Strawtown Koteewi Park has become a hotbed of archaeological activity in recent years, with students from Ball State University, IPFW, Indiana University and Indiana State University contributing their time to the collection and curation of artifacts found in the park. Researchers have discovered that the major occupancy of this property dates back to 1200-1400 A.D. Artifacts found include arrowheads, pottery and remains of what the occupants may have eaten, including bear and elk. Researchers have also discovered evidence of postholes, storage pits and fire pits that show the location of early villages and huts on the property.

[T.C. Steele Site](#)



4220 T.C. Steele Road  
Nashville, IN 47448

812-988-2785

Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters [link to collections], was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state's art movement and remains one of Indiana's most honored artists.

[Tippecanoe  
Battlefield](#)



200 Battleground Ave  
Battle Ground, IN  
47920

765-567-2147

In the Battle of Tippecanoe on November 7, 1811, Indiana Territory Governor William Henry Harrison and his force of 1,000 men defeated the Shawnee and their leader Tenskwatawa.

[USS Indianapolis  
National  
Memorial](#)



692 Ellsworth St.  
Indianapolis, IN 46202

This National Memorial is the climax of a 50 year dream by the crew members who survived the sinking of the cruiser USS Indianapolis in 1945. They worked continually to erect a fitting memorial to their missing shipmates. The Memorial is located at the North end of the Canal Walk. The Memorial is an outdoor site and is available to the public 24 hours a day, seven days a week. Engraved on the South face of the monument are the names of the ship's company and one passenger who made up her final crew.

This two-part limestone and granite sculpture by artist Patrick Brunner was created in 1996 to honor casualties of the Korean and Vietnam wars. Composed of two half-cylinders, the concave side of each sculpture includes the names of men and women killed during the war. The convex sides contain excerpts from letters written by Indiana soldiers to their loved ones at home.

[Vietnam and  
Korean War  
Memorials](#)



700 N. Pennsylvania St.  
Indianapolis, IN 46204

[Vincennes  
Territorial  
Capitol](#)



1 West Harrison Street  
Vincennes, IN

812-882-7422

On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory

[Wayne County  
Historical  
Museum](#)



1150 N A Street  
Richmond, IN 47374

765-962-5756

Comprised of eight buildings on a compact site, the museum is a unique repository of Wayne County and Richmond history from early pioneer life through the industrial revolution into modern times.

[World War  
Memorial](#)



431 N. Meridian St  
Indianapolis, IN 46204

317-232-7615

The Indiana World War Memorial, begun in 1926 and finished in 1965, is a building commemorating World War I and II veterans. It is 210 feet (64 m) tall, made of Indiana limestone, and based on the Mausoleum of Mausolus. Within it is a military museum. The Plaza also includes the American Legion headquarters, Cenotaph square, an obelisk, and fountains



## Emblems & Symbols

INDIANA STATE  
FLAG



INDIANA STATE  
FLOWER



INDIANA STATE  
SEAL



INDIANA STATE  
TREE



INDIANA STATE  
BIRD



INDIANA STATE  
STONE



[Indiana State River](#) - Wabash River

[Indiana State Song](#) - "On the Banks of the Wabash, Far Away," by Paul Dresser

[Indiana State Poem](#) - Indiana, by Arthur Franklin Mapes

Indiana State Motto - "The Crossroads of America" (1937 General Assembly resolution)

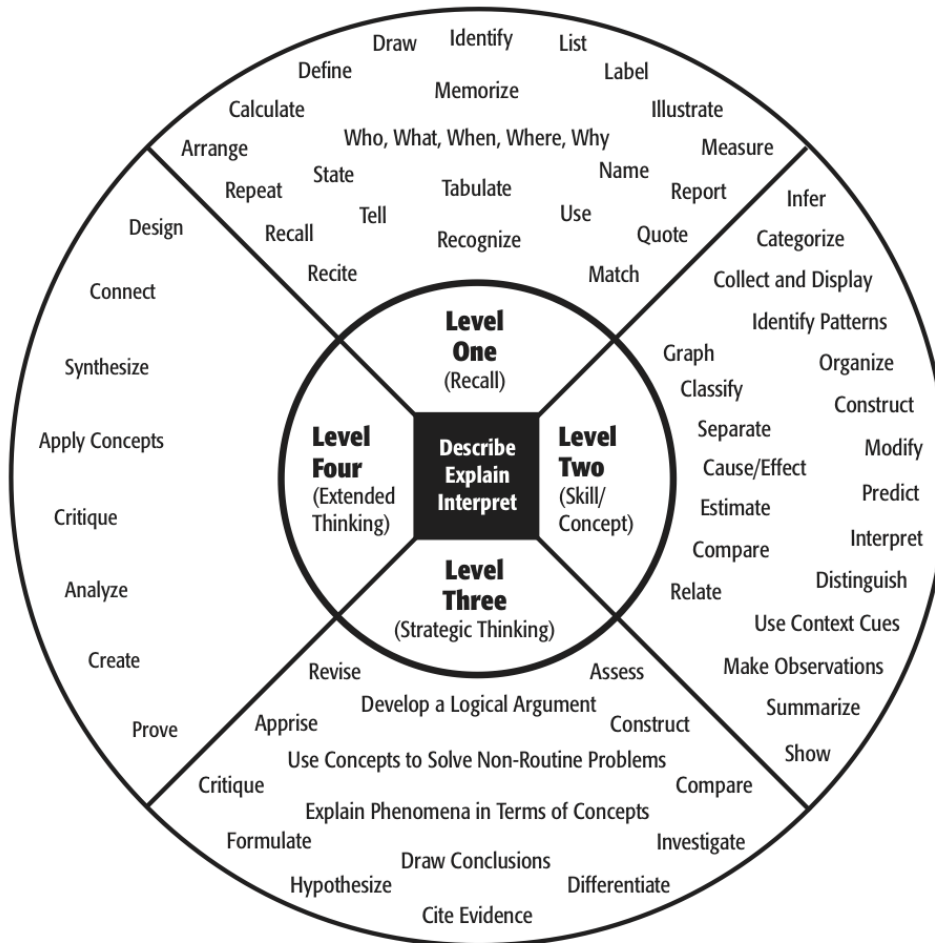
Indiana State Nickname - "The Hoosier State"

**Other Indiana Information:**

- [The Naming of Indiana](#)
- [Theories about the word "Hoosier"](#)
- [Special Days of Celebration](#)
  - [Just the Facts](#)



# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>